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ABSTRACT

This report on vocational education and training (VET) reform in Poland is one of a series of country reports by the European Training Foundation on the reform process in partner countries. Chapter 1 provides basic data on the country. Chapter 2 describes the present situation and recent developments in VET. It covers main features of the educational system, strategic objectives for VET, and legislative framework. It looks at developments in these areas: administrative structure and decentralization; finance; adaptation of training to changes in the economy and society; identification of skills needs; quality standards and qualifications; promotion of continuing VET; social partners; involvement of enterprises in VET; equal opportunities; access to training; and vocational guidance and counseling. Chapter 3 describes international assistance and cooperation, including the European Union's Phare (VET reform) and Leonardo programs. Chapter 4 covers these challenges and further needs: skills needs analysis, institutional arrangements, and qualifications and training methods. Chapter 5 suggests these priorities for further assistance: reinforced legal framework for VET; VET research network; social partner involvement; financing; development of training standards; curriculum development; and teacher training. Appendixes include key indicators, VET system diagram, legislative framework, responsible bodies, and international assistance. (YLB)

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Report on the vocational education and training system

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COUNTRY REPORT

Poland

October 1997

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European Training Foundation

Villa Gualino, Viale Settimio Severo, 65, I-10133 Torino
Tel: (39)11 630 22 22 / Fax: (39)11 630 22 00 / email: info@etf.it
Web: http://www.etf.it

The European Training Foundation is an agency of the European Community which works in the field of vocational education and training in Central and Eastern Europe, the New Independent States and Mongolia. The Foundation also provides technical assistance to the European Commission for the Tempus Programme.

European Training Foundation

Vocational Education and Training Reform in

POLAND

A great deal of additional information on the European Union is available on the Internet. It can be accessed through the Europa server (http://europa.eu.int).

Cataloguing data can be found at the end of this publication

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FOREWORD

This report on vocational education and training reform has been produced by the European Training Foundation based mainly on information provided by the National Observatory. The report consists of a condensed description of the present situation in vocational education and training and analysis of the main challenges facing vocational education and training reform in the country. It also outlines possible priorities for future assistance to sustain and further the reform process. The report will be updated in 1998.

In order to provide accurate, up to date information on the progress of reform, a network of National Observatories has been set up by the Foundation in partnership with the national authorities of the partner countries. These National Observatories, mainly hosted by existing organisations involved in the reform process, gather and analyse information on vocational education and training issues according to a common framework agreed with the Foundation. The Observatories are also responsible for the dissemination of their outputs. Since 1996, National Observatories have been set up in 22 partner countries eligible for support under the EU Phare[1] and Tacis[2] Programmes. The Foundation aims to set up Observatories in all remaining partner countries in these regions by the end of 1997.

This report is one of a series of country reports and factsheets which the Foundation is currently producing on the reform process in each of the partner countries. The Foundation intends to produce these documents on an annual basis. These reports are available from the Foundation and can also be consulted on the Foundation's Home Page on the WWW. Enquiries regarding the reports should be addressed to the Information & Publications Department at the Foundation.

Please note that more detailed information on vocational education and training reform issues in each country is also available directly from the respective National Observatory. Please refer to the list of National Observatories enclosed in this report.

Torino, October 1997

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1 In the Phare area, Observatories have been set up in Albania, Bulgaria, Czech Republic, Estonia, Hungary, Latvia, Lithuania, Poland, Romania, Slovenia

2 In the Tacis area, Observatories have been set up in Azerbaijan, Belarus, Georgia, Kazakstan, Kyrgyzstan, Moldova, Mongolia, Russian Federation (Moscow and St Petersburg) Tajikistan, Turkmenistan, Ukraine, Uzbekistan.

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1. BASIC DATA

The Europe Agreement with Poland was signed on 16 December 1991. In the period 1989-95 structural reforms had slowed down because of 7 changes of government. Recession and the necessity to counteract budget deficit and inflation, have led to budget cuts which most severely affected science, technology and education. Nevertheless, the economic upswing in Poland is consolidating, with the emerging private sector providing over 60% of GDP.

Geographic area:	312,690 km²
Total population / population density / growth:	38,639,000 (1995) / 119 per 1 km2 / increase 1.97%(1994)
Urban Population:	62% (1996)
Age structure:	0-14: 23.1% / 15-24: 15.5% / 25-44: 30.0% / 45-64: 20.5% / 65-max: 10.9%
Ethnic profile:	Polish: 97.6% / German: 1.3% / Ukrainian: 0.6% / Belo-Russian: 0.5%
Languages:	Polish (official language)
GDP-ECU/GDP per capita-PPP-ECU/ growth:	90.2 Billion (1995) / per capita 2,359 / growth 6% (1996)
Inflation:	19.9% (1996)
Privatisation of state enterprises:	45%
Unemployment: (ILO definition)	12.4% (1996) / under 25's 28.7% (1996) / 25's and over 10.1% (1996)
Education budget:	6.2% of GDP (1994)

2. RECENT DEVELOPMENTS IN THE VOCATIONAL EDUCATION AND TRAINING SYSTEM

2.1 Main features of system

Compulsory education in Poland lasts 8 years, but pupils are obliged to attend a school till they are 16. Vocational education comprises the following: basic vocational schools (3 years), secondary technical schools (4 to 5 years), secondary schools of vocational education (4 years "lycea"), in a experimental stage technical "lycea" (4 years) and post-secondary vocational schools (2 years; intended for graduates of secondary general schools).

Because of the differences between the curricula, changing school is difficult and transition from one vocational track to another at the end of secondary schools is a problem. About 38% of those entering secondary education go to basic vocational school and then enter the labour market. About 29% go to secondary vocational school, of which 25% continue to higher education institutions. General secondary schools currently teach 22% of young people and prepare them for further studies (this share is expected to increase to 45% in the near future). Of these, about 65% continue with higher education (public and non-public), about 25% with post-secondary vocational schools, and the remaining10% leave the educational system at this point.

According to the data of the 1996 Statistical Yearbook for the 1994/95 school year, the drop-out rate in basic vocational schools was 4%; 3% in technical and vocational secondary schools; in post-secondary schools 9%.

At the end of 1994, 39% of the unemployed in Poland were graduates of basic vocational schools; a further 20% graduates of other vocational schools (including post-secondary level).

2.2 Strategic objectives for vocational education and training

The directions of educational changes were defined in a series of policy documents issued by the Ministry of National Education, and published in the governmental reform programme "Strategy for Poland" (1994). The latter states that investment in human resources, including education and science is central for economic transformation and becoming a member of the EU. Measures concerning vocational education and training include the involvement of social partners in curriculum development and accreditation schemes at national and local level. The "Strategy" emphasises the need for a change in the tax system in favour of education to ensure that both enterprises and individuals appreciate the benefits of investing in education.

The long-term objectives for vocational education and training policy for the period 1996 to 2010 include:

- completing work on base curricula, and educational and qualification standards;
- increasing the number of students in general and technical secondary courses;
- decreasing the number of students in basic vocational courses.

2.3 Legislative framework

The legislative basis for educational reforms is provided by the Education System Act of September 7, 1991, and changes to it introduced by the Amending the Education System Act of July 21, 1995 (see Annex 3). Both these acts regulate the educational system as a whole, determining the types and levels of education, types of educational institutions, the competence of the different authorities and levels of administration etc. (see Annex 3).

2.4 Developments in specific areas

2.4.1 Administrative structure and level of decentralisation

There is still a high level of central control regarding funding, administration and curricula. The roles of various authorities at national and regional levels and the systematic involvement of the social partners are not yet fully defined.

The decision by national educational authorities to shift more responsibilities to regional and local authorities is difficult to implement because these are not really equipped to perform the resulting tasks.

As schools become increasingly autonomous the local school manager and the teachers need an operational framework which leaves enough room to manoeuvre but also ensures high-quality training output (see Annex 4).

2.4.2 Finance

State budget is the main source for funding education. Vocational schools received 22.5 % of the total education budget of all government administration bodies, whilst 7.4% of the funds went to general secondary schools. Additional funds come out of local administration budgets, donations and special funds. The introduction of public and self-government financing is based on law. The funding system has been partially decentralised and there is a shift from direct to indirect financing through self-governing authorities. The range of financing sources has been extended.

The need to generate funds through fiscal means is emphasised, and the private sector has been tapped in order to reach a 30% increase in the overall education budget. The law on education allows schools to establish their own special budgets, the volume of which depends on the school management's entrepreneurial talents and the use the school makes of its assets, for example renting out premises or facilities and running training courses for the public. Global data on the income from this profit-making activity are not available, but in some cases it is a substantial extra funding source.

Non-public schools with a public school status receive a state subsidy which amounts to 50% of what similar public schools would get in per capita running costs. Public and non-public schools are exempt from taxes.

Local administration funds education out of state subsidies and own resources.

In 1997, vocational schools will have to accommodate 1.7% and secondary general schools 5.3% more students than in the previous year. The policy of expansion in terms of student numbers and educational services is not supported by an adequate increase in the allocation of financial resources.

Unemployment benefits for graduates have been replaced with allowances for job-related training and for practical placements in enterprises. Tax reductions are planned as an incentive for the companies to organise training for school students.

2.4.3 Adaptation of training to change

Despite signs of improvement in the labour market during the 1994-1996 period, not all of even the worst symptoms have been eliminated. Very high youth unemployment is still one of the largest threats. The number of young unemployed (under 24) has only slightly decreased and still stands at over 30%.

The vocational education and training reform has been focusing on the following:

- changed curricula and their implementation on a trial basis. In 1994/95, as many as 687 vocational schools were participating in the pilot implementation of new curricula for 43 service oriented and 20 production related occupations;
- a national reform programme to introduce core competences into general secondary education ("Kreator");
- a programme to modernise the overall curriculum for university entrance qualifications ("Nowa Matura");
- state financed Practical Training Centres (established in 1995 in ten vocational schools). These centres are well equipped, thus allowing students to acquire hands-on experience;

- technical lycea ; since 1993/94 school year, 144 "technical lycea" have been gradually established. They train students in 12 profiles, emphasising interdisciplinary (core) skills but not providing vocational qualifications or titles;

- the autonomy of schools for about 30% of their curricula.

2.4.4 Identification of skills needs

The law on education enables local educational authorities, to establish regional education councils, whose major aims are to identify regional educational needs and to initiate action for satisfying those needs. New curricula have been developed without prior approval of educational standards and occupational profiles at national level. They were based on the skill requirements identified with the help of employers in the region.

The OECD report (1996) on the secondary education systems points out the need to develop structures to monitor and evaluate the acquisition of knowledge and skills as the students proceed through the vocational education and training system. It also stresses that the information gained through monitoring and assessment has to be fed back into the current vocational education and training curricula and to be used for developing new ones. The Ministry of Labour and Social Policy has recently launched tracer studies, assessing the success of school graduates in the labour market.

A World Bank project implemented by the Ministry of Labour and Social Policy was used to evaluate the effectiveness of labour market programmes. In particular, this project will provide information about the effectiveness of training the unemployed. Information will also be gathered on the work of the regional labour offices, demographic trends and links between psychological and social features and the labour market. The results will be available in late 1997.

2.4.5 Quality standards and qualifications

Since the 1991/92 school year, changed curricula have been implemented on a trial basis. As a priority, documentation was produced, approved and implemented for occupations of strategic economic importance such as technicians/specialists in economics, trade, computer science, telecommunications, environmental protection, administration etc.

In 1993 the Ministry of National Education issued a new classification of 138 occupations for the secondary school system. Further revisions of these occupations are necessary as the employers have not yet been fully consulted and the classification for some occupations (e.g. in the service sector) has not yet been completed. In the meantime the Ministry of Labour and Social Policy has developed its own classification system, specifying partial qualifications rather than occupations.

So far curriculum authors have been operating on uncertain ground, running the risk that the Ministry of National Education may not recognise or disseminate their new vocational education and training curricula on a nation-wide basis. In August 1995, the Ministry issued a decree to develop so-called base curricula for all professions regulated by this Ministry. They will be ready by 1998. These base curricula with their strict definitions down to the number of lessons per subject, tend to make things more rigid where they should be more flexible.

Base curricula are developed centrally and agreed with relevant ministries. However, before this process, occupational standards (profiles) should be drawn up, defining qualification and examination requirements agreed by all vocational education and training participants. Bodies responsible for the development of qualification standards will be established in 1998, and national and regional assessment and examination institutions in 2000.

A major step towards quality assurance will be the introduction of a standardised secondary school final examination (New Matura). The task force to develop this concept was set up in 1995, comprising teachers, school supervisors and academics. By the end of 1997, work should be completed for all subjects. In 1998, Regional Examination Centres will be established. By the end of 1998, standards for practical examination in vocational schools are to be completed. At the same time, standards and qualification requirements for 2001 will be announced; in 2002, the whole New Matura system will be implemented.

2.4.6 Promotion of continuing vocational training

Continuing training is the first segment of education to have applied market economy principles.

There has been a rapid expansion of private training institutions, providing particular qualifications increasingly in demand on the new labour market, such as management and foreign language skills.

In 1996, 4.936 companies for continuing training were run by over 2.000 providers. They trained 1,650,869 people. Mainly individuals with a higher education background are prepared to invest into their own further education and represent therefore the main customers in this market. The law on continuing education, currently under preparation, will be a stimulus for further development and validation.

Because of the scarcity of continuing training sites, the national authorities identified distance learning as a priority for the future. In particular, in the rural areas, distance training is seen as a means to increase access to continuing training. Under the Phare programme on distance education launched in 1992, 8 centres have been set up; in total there now are 20 distance education centres in operation. A network of distance learning centres is planned to start operating, using the continuing training centres as their base. The National Centre for Distance Education (OCEN), established by the Ministry of National Education, is responsible for developing methods and forms of distance training.

Regional labour offices are in charge of administering training schemes as regulated by the law on employment and fighting unemployment. 44,000 unemployed people participated in re-training courses provided by labour offices, out of which 60% subsequently found jobs (a significant increase from the 35% in 1993). The labour offices took advantage of the results of the World Bank Employment Project (e.g. modular curricula, tutor training) for delivering training that better meets the needs of the unemployed. Continuing Training Centres and Vocational Improvement Centres opened, for example, simulation companies. Apart for retraining the unemployed, they are used, for practical training of school students in areas like management and marketing, office administration, accounting, small business and construction.

2.4.7 Social partners

Social dialogue on vocational education and training, although marginal at present and mostly dealing with labour market training and employment issues, takes place mainly in the Tripartite Commission and the Employment Councils (Supreme, Regional, Local). The Tripartite Commission was founded in 1994 by a Council of Ministers' Regulation which in part implemented the provisions of the tripartite Pact on State Enterprises. The Commission's statutory functions include reviewing mechanisms and instruments used in socio-economic policy as well as expressing opinions and suggestions on social and economic policy priorities.

Another important body at national level is the Supreme Employment Council (also a tripartite structure) which advises on labour and social policy issues. The regional and local Employment Councils (also tripartite) form a platform for social partner collaboration and consultation concerning labour market policy and fighting unemployment. These tripartite bodies deal with a number of topics, such as drafting legislation, defining general training policy targets, allocating the Labour Fund for training, reviewing financing and the amounts for supporting the training of unemployed, the design of qualification courses for the unemployed etc. Both the employer and employee organisations, however, generally realise their limited possibilities to influence training policies. Resources assigned to training courses are considered insufficient for the labour market needs.

2.4.8 Involvement of enterprises in vocational education and training

Restoring the relationships between vocational schools and enterprises is a high priority. Immediately after the transition, production fell dramatically, as did the demand for highly specialised labour. Most enterprises closed their own training centres or stopped taking on apprentices. Now one can find certain symptoms of regained interest in in-company training in the crafts, the banking and the construction sectors where apprenticeship based training schemes are implemented. However, practical training in small private companies is sometimes of inadequate quality, due to a low level of knowledge and teaching skills of the trainers and a narrow production profile. Tax reductions are considered as an incentive to organise in-company training for school students.

2.4.9 Equal opportunities

Women are now increasingly threatened by unemployment. In May 1996, the female unemployment rate was 13.9%, and for men 11.0%. In comparison to May 1995, the unemployment rate for women did not significantly change. For men it declined by 0.5 percentage points. Special programmes have also been developed to address the issue of women returning to the labour market.

2.4.10 Access to training

In 1993, the "Government action programme for the disabled and their integration into society" was launched. Its goal is "to ensure the basic conditions for independent, full and active participation in professional and social life". However, this programme has still to reach its objectives. The educational chances of disabled persons are still restricted due to the lack of financial resources, qualified staff, adequate facilities and co-ordination between responsible ministries.

The uneven distribution of vocational and continuing training institutions is one of the main factors which negatively affects young peoples' chance of and access to training, especially those from poverty-stricken families and in rural areas.

Training of national minorities is regulated by the Educational System Act of 1991 concerning the organisation of teaching to support students from national, ethnic and linguistic minorities.

2.4.11 Vocational guidance and counselling

The present system of vocational guidance consists of two elements:

- career information and orientation and guidance for school students. This is supervised by the Ministry of National Education and carried out in particular by the Methodological Centre for Educational and Vocational Guidance. There are 592 institutions all over the country which are co-ordinated by 47 regional centres.

- vocational guidance for adults at the national, regional and local level, which is being developed and supervised by the Ministry of Labour and Social Policy. In recent years a number of very well equipped vocational information centres have been set up mainly with bilateral aid. A network of such centres is planned to be established all over the country in the near future.

3. INTERNATIONAL ASSISTANCE AND CO-OPERATION

3.1 Phare Assistance in the field of vocational education and training

Since the beginning of the transition process, the EU through Phare has been by far the largest foreign contributor to vocational education and training reforms spending about 33 MECU (excluding Tempus). More programmes have been developed in Poland than in any other Phare country. However, the majority of these funds has been devoted to general education rather than to vocational education and training. Phare intervention has supported the development of vocational education and training reform on the secondary, post-secondary level and in continuing training. Special programmes aimed at capacity development to reform the whole education system have also started (see Annex 5). Evaluations have shown a strong impact of all the vocational education and training initiatives at regional, local and institutional levels but less effect at national level.

Future Phare support should aim at the development of a national framework of qualification and curriculum standards, as well as of quality assurance and evaluation systems for both initial and continuing vocational education and training.

3.2 Preparation for Leonardo

The Polish government has now decided to participate fully in Leonardo: by agreeing the Additional Protocol to the Europe Agreement and by confirming to the European Commission early in 1997 how it will finance its participation.

A national structure to co-ordinate Polish participation in Leonardo, the Task Force for Training and Human Resources (BKKK), has been established. This should warrant good synergy between Phare vocational education and training, Leonardo and the National Observatory, given that the BKKK is also the host organisation for the National Observatory and is closely involved in many aspects of Phare programmes such as MOVE and IMPROVE. The BKKK is part of the Polish Co-operation Fund.

2.2 Other assistance

This support has largely come from the G24 countries and organisations and includes the following major projects:

"Employment promotion and services" project: A US$ 80 million World Bank loan granted to the Ministry of Labour and Social Policy, including US$ 9 million for an Adult Training Component. The programme aims at strengthening the capacity of both employment services and adult training institutions, as well as developing and implementing an active labour market policy.

Apart from EU Phare and other multi-lateral donors, Poland has received substantial bilateral support, mainly from the USA, Germany, France and UK. However, there has hardly been any co-ordination between these projects, neither on the Polish nor on the donors side.

4. CHALLENGES AND FURTHER NEEDS

Becoming a member of the EU is an important goal which has also defined vocational education and training activities. Significant reform efforts have been undertaken in the past years which have mainly been initiated on the regional, local and school levels. However, the overall level of funds devoted to education and training as a percentage of GDP remains comparatively low. This is a considerable barrier for implementing the government's strategic goals for vocational education and training.

Until now major objectives of educational reforms have not been reached. Inadequate vocational training has restricted the graduates' chances for employment and adaptation to new qualification requirements of the labour market.

4.1 Skills needs analysis

Current forecasts on economic development do not provide sufficient data for specific decisions concerning re-programming the training system. Certain trends can be identified; for instance, the expanding service sector will need increasingly more manpower. A demographic analysis shows that until 2005, the number of young people in the 15-18 age bracket will grow steadily, so that in 2000 some 3 million young people will be on the labour market who will have gained their qualifications between 1990-2000.

There are no coherent plans for developing the various areas of economy at the regional and local levels which could be used for modifying the school network and co-ordinating the development of the out-of-school training system. For wider ranging training (and employment) programmes should be developed for special target groups, including early school-leavers, long-term unemployed and women re-entering the labour market. Another open task is to use the available labour market information for training planning.

4.2 Institutional arrangements

Decentralisation has led to significant differences between regions and individual schools concerning the extent of and ability to change. The greater autonomy of those jointly responsible for the functioning of the education system, including ministries other than the one for national education, employment offices, regional and local authorities, school headmasters, teachers, parents and students, has changed the stress in the creation and implementation of educational policy. Therefore, the major challenge for vocational education and training development is the creation of a consistent national policy and management framework to co-ordinate and guide the various initiatives. This means not only good co-ordination of the action carried out, but also the provision and propagation of clear information on the principles of educational policy-making. The establishment of the long-requested Office for Educational Strategy within the Ministry of National Education in October 1996 is a step in the right direction. On the other hand, the top down administration must be replaced to some degree by evaluation done by the schools, especially concerning their teaching quality and their results, as reflected in the competences of students to continue their education or to find a job.

In continuing training, adult training needs further strengthening.

4.3 Qualification and training methods

There still is no coherent national framework of standards, assessment and certification. It has to be admitted, that this task calls for co-operation and immense human and financial resources. In the forthcoming years huge resources will be required to develop new curricula for a wider range of occupations, as well as for the new types of vocational or technical schools.

In continuing training, setting up a national framework of educational standards and examinations would help to ensure relevance and quality courses. Further challenges are to build up an accreditation system for both training providers and training programmes and further development of quality distance learning facilities.

As the school managers and teachers are the main implementers of change, their role is crucial to the whole reform process. A complete change of their role is required. The future teacher has to be a facilitator of individual learning processes focusing on the ability to act in certain work situations, as opposed to a transmitter of encyclopaedic knowledge.

More effort has to be made in practical vocational education and training research, in particular in establishing and maintaining a national framework of standards and qualifications on the basis of a labour market and training needs analysis. In addition, the results of pilot or experimental projects have to be evaluated on a national level and disseminated across the country without any delay.

5. POSSIBLE PRIORITIES FOR FUTURE ASSISTANCE

- **Assuring vocational education and training quality:** In line with the OECD report (see 2.4.4), Poland needs technical assistance for the structures necessary to gain information on the various areas of economy and to undertake a skills needs analysis, quality assurance and evaluation. Support may follow on from the feasibility studies performed within the Phare TERM programme. A further priority is the (re-)establishment and development of a vocational counselling and guidance system both inside schools and in specialised institutions.

- **Developments in continuing training:** Severe financial constraints give distance learning an increasingly important role, particularly making use of new information and communication technologies. There is a clear requirement for additional funds in order to upgrade the Phare programme on Distance Education. In spite of the major World Bank interventions, labour market training infrastructure and programmes need further investment. Standards for private training providers have to be established as well.

- **Decentralisation/Regional development:** The decentralisation has resulted in significant difference in the extent of and capacity to change of the regions and individual schools. To co-ordinate and guide the various initiatives driven by the regions and schools remains a major challenge. In addition, there are severe unemployment problems in certain rural areas and areas with big industries in decline where a "structural funds" approach could be appropriate. Regional Human Resource Development programmes in combination with business support measures remain an ongoing priority.

- **Involvement of social partners/industry:** The social partners need money to strengthen their organisations at local and regional level and to encourage their involvement in "grass roots" labour market and training issues. Regulations and mechanisms have to be established so that the social partners can make a more powerful contribution at national level. Concepts must be thought out for re-establishing school-industry relationships. This may include training grants to companies.

- **Financing:** Assistance by exchange of experience could help to find new ways for vocational education and training financing, including private funds, and improving funding mechanisms across the system.

- **Development of training standards:** Rationalisation and simplification of the vocational training standards is underway. Nevertheless intensified research support and further technical and financial assistance is required to accelerate progress and to build up a uniform classification system for occupations, as well as national and regional assessment and examination institutions.

- **Curricula development:** Huge resources and foreign assistance will be required in the coming years to develop new curricula for a wider range of occupations and for the new types of vocational or technical schools.

- **Teacher training:** Greater attention should be paid to the preparation of teachers. The quality and performance of the teachers has to be monitored and these must be motivated to enhance their pedagogic abilities and to adopt new training programmes.

Annexes

1. **Key Indicators**
2. **Diagram of the vocational education and training system**
3. **Legislative Framework**
4. **Responsible bodies**
5. **International assistance**

ANNEX 1

Key indicators [1]

Indicators	1994			1995		
A. Access and Participation						
1. Participation in education and training of 16 year olds of which in vocational education and training	n.a.			n.a.		
2. Participation in education and training of 18 year olds of which in vocational education and training	n.a.			n.a.		
3. Relative importance of vocational education and training in secondary education (in terms of enrolment)						
Total	70.60%			69.68%		
Males	81.79%			79.44%		
Females	59.47%			59.71%		
4. Educational attainment of the population				ISCED 0-2	ISCED 3	ISCED 5-7
(25-59 years old)	-	-	-			
Total				56.65%	32.23%	11.41%
Males				63.38%	25.67%	11.27%
Females				50.02%	38.63%	11.55%
(25-29 years old)	-	-	-			
Total				53.63%	36.69%	8.94%
Males				62.61%	28.61%	7.94%
Females				44.18%	45.19%	9.98%
B. Finance						
5. Public Expenditure on Education as percentage of GDP	n.a.			n.a.		
6. Public Expenditure on vocational education and training as percentage of GDP	0.76% *			0.70% *		
C. Labour Market Trends						
7. Number of employed	14.747.000			15.065.000		
8. Unemployment rates						
Total	13.87%			12.88%		
Younger than 25	31.70%			31.67%		
Older than 25	11.15%			10.08%		
9. Unemployment rates by educational attainment of the population (25-59 years old)	n.a.	n.a.	n.a.	n.a.	n.a.	n.a.
Total						
Males						
Females						

*est.

[1] Data provided by National Observatory.

ANNEX 2

Diagram of vocational education and training system

This diagram represents the first stage in the ongoing development of a standard graphical model for vocational education and training systems. Future refinement may include the further alignment of terms, student enrolment and dropout figure, and several language terms.

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ANNEX 3

Legislative framework

- Education System Act of September 7, 1991 is the basis of the legislative framework for educational reforms and changes.

- The Act Amending the Education System Act of July 21, 1995. Both of these acts regulate the educational system as a whole, determining the kinds and levels of education, types of educational institutions, competence of different authorities and levels of administration. The directions of educational changes were defined in a series of policy documents prepared by the Ministry of National Education.

- The Higher Education Act of September 12, 1990, with further amendments in 1992 and the Bill on University Titles and Degrees, 1991 regulated higher education.

- The Employment and Counteracting Unemployment Act of 1996 is determining continuing vocational education and adult education.

ANNEX 4

Responsible bodies

- The **Ministry of National Education**, Department for Vocational Education and Continuing Education, co-ordinates and accomplishes the overall policy. At the request of appropriate ministers, it also determines the classification of professions that are covered by vocational school training. The ministers co-operate on developing the following: framework teaching plans; base curricula for training in a given profession or vocational training profile; terms and conditions for endorsing curricula, textbooks and inventories of such curricula, recommending teaching aids and textbooks.

- The following ministers are responsible for delivering training according to their fields of action: Minister of Labour and Social Policy (schools for social workers); Minister of Agriculture and Food Industry (farming schools and schools preparing for food economy); Minister of Transportation and Maritime Economy (railway, fishery and maritime schools); Minister of Protection of Environment, Natural Resources and Forestry (foresters schools); Minister of Culture and Art (arts schools); Minister of Health and Social Security (medical schools).

- **Office for Educational Strategy** (since 1996) has been **operating within the Ministry of National Education`s structure** and its tasks include design and co-ordination of long-term operations aiming at restructuring and development of national education.

- The **Ministry of Labour and Social Policy** manages the training and retraining of the unemployed as well as vocational guidance.

ANNEX 5

International Assistance

Phare vocational education and training programmes

In the period 1990-95, Poland was granted 1.2 billion ECU in support from the EU Phare programme. The country also participates in all Phare multi-country programmes. Major Phare programmes include:

National Education and Training (Vocational education and training-90, 2.8 MECU) programme: development of vocational education and training strategies; teacher training; development of curricula for selected trades; training for representatives of social partners; Ministry of National Education policy development.

Upgrading Educating and Training (UPET, 1.0 MECU): development of standards and curricula for 29 occupations in selected pilot schools; Ministry of National Education policy development.

Training and Education in Strategically Significant Areas (MOVE, 5.0 MECU and TESSA, 4.0 MECU): MOVE: curriculum design for five general core subjects taught at vocational schools; school manager and teacher training; equipment upgrading; implementation in 60 pilot schools; training for staff from 15 Kuratoria. TESSA: development and implementation of short-cycle training programmes at post-secondary level by means of a fund-type operation (34 institutions selected); review of the legal, financial and administrative basis of post-secondary education).

Other programmes include:

- Training for Education Reform and Management (TERM; 10.0 MECU);
- Implementation of Modernised Programmes for Vocational Education (IMPROVE; 4.0 MECU);
- Strategic Measures for Achieving Reform Targets (SMART; 7.0 MECU);
- many other sector or regional development programmes include major training components.

National Observatories Addresses

Central and Eastern Europe

Albania

Mr Kastriot Sulka
Team Leader of National Observatory and Director of Host Institute

INSTITUTE OF LABOUR & SOCIAL AFFAIRS
Rr. Kavajes
ALB Tirana

Tel. 355 42 37966
Fax. 355 42 27942

Bulgaria

Dr Tzako Pantaleev
Team Leader of National Observatory

MINISTRY OF EDUCATION, SCIENCE AND TECHNOLOGY
Graf Ignatiev str. 15, floor 4
BG 1000 Sofia

Tel. 359 2 809203
Fax. 359 2 9818146

e-mail: 0516@main.infotel.bg

Ms Magdalena Ivanova
PMU Director

Czech Republic

Ms Olga Ilyina
Team Leader of National Observatory

NATIONAL TRAINING FUND NVF
Vaclavske Namesti 43
CZ 110 00 Praha 1

Tel. 420 2 24 22 87 32
Fax. 420 2 24 21 44 75

e-mail: oli@observatory.nvf.cz

Ms Miroslava Kopicová
Director of Host Institute

Estonia

Ms Tiina Annus
Team Leader of National Observatory

NATIONAL OBSERVATORY ESTONIA
Sakala 23
EE 0001 Tallinn

Tel. 372 2682770
Fax. 372 2682770

e-mail: katrin@tallinn.astronet.ee

Mrs Lea Orro
PMU Director

Former Yugoslav Republic of Macedonia

Mr Robert Dimitrovski
Team Leader of National Observatory

CENTRE FOR VOCATIONAL EDUCATION, TRAINING AND DEVELOPMENT
Partizanska str.
FYR Bitola

Tel. 389 97 224090
Fax. 389 97 224050

Mr Konstantin Petkovski
Director of Centre

Hungary

Dr István Simonics
Team Leader of National Observatory

NIVE, NATIONAL INSTITUTE FOR VOCATIONAL TRAINING
Berzsenyi D. u. 6
H 1087 Budapest

Tel. 36 1 2101065
Fax. 36 1 3339361

e-mail: isimon@nive.hu

Prof Antal Jekkel
Director General of Host Institute

Lithuania

Mrs Romualda Vilimiene
Team Leader of National Observatory

METHODICAL CENTRE FOR VET
Gelezinio Vilko g. 12
LT 2600 Vilnius

Tel. 370 2 250185
Fax. 370 2 250183

e-mail: pmit@pmmc.elnet.lt

Dr Vincentas Dienys
Director of Methodical Centre

Latvia

Dr Andrejs Rauhvargers
Team Leader of National Observatory and Director of Academic Information Centre

ACADEMIC INFORMATION CENTRE
Valnu iela 2
LV 1098 Riga

Tel. 371 7 225 155
Fax. 371 7 221006

e-mail: enic@izm.gov.lv

Poland

Mr Tadeusz Kozek
Team Leader of National Observatory and Director of Host Organisation

BKKK
79 Koszykowa
PL 02 008 Warszawa

Tel. 48 22 6253937
Fax. 48 22 6252805

e-mail: tadeuszk@cofund.org.pl

Romania

Dr Cesar Birzea
Team Leader of National Observatory and Director of Host Institute

INSTITUTE FOR EDUCATIONAL SCIENCES
37 Stirbei voda, str. 1
RO 70732 Bucuresti

Tel. 40 1 6136491
Fax. 40 1 3121447

e-mail: ise@acc.usis.ro

Slovak Republic

Mr Ivan Stankovsky
Director of Host Institute

STATE INSTITUTE OF VOCATIONAL EDUCATION AND TRAINING (SIOV)
Bellova 54/A
SQ 83101 Bratislava

Tel. 421 7 376774
Fax. 421 7 376774

Slovenia

Ms Martina Trbanc
Team Leader of National Observatory

CENTRE FOR VOCATIONAL EDUCATION AND TRAINING
Kavciceva 66
SLO 1000 Ljubljana

Tel. 386 61 448119
Fax. 386 61 448356

e-mail: observatorij@infosol.mss.edus.si

Mr Vladimir Tkalec
Director of Centre for Vocational Education

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National Observatories Addresses

New Independent States and Mongolia

Azerbaijan

Mr Yashar Gamzayev
Mr Ali-Aga Ismailov
National Observatory

Ministry of Labour and Social Protection of Population
Government House
AZB 370016 Baku

Tel. 994 12 648047 (Mr Ismailov)
Fax. 994 12 939472 (Mr Gamzayev)

Belarus

Mr Edward Kalitsky, Team leader
Ms Olga Koljada, Assistant
National Observatory

Karl Liebknecht Str. 32
BR 220004 Minsk

Tel. 375 172 207446 (Mr Kalitsky)
Tel. 375 172 201915 (Ms Koljada)
Fax. 375 172 200992/209952

Georgia

Mr Kote Glonti
Mrs Eteri Gvineria
National Observatory

c/o EC Tacis Coordinating Unit
State Committee for Science and Technology
12 Chanturia Street
GEO 380004 Tbilisi

Tel. 995 32 220241 (Ms Gvineria)

e-mail Kote@ns.global-erty.net

Kazakhstan

Mrs Shajzada Tazbulatova, Team leader
Ms Aigul Khasenova, Assistant
National Observatory

Prospekt Abaya 107A, Apt. 12
KAZ 480008 Almaty

Tel. 7 3272 643696 (Ms Tazbulatova)
Tel. 7 3272 398127 (Ms Khasenova)
Fax. 7 3272 532525

e-mail shaizada@kaznet.kz

Kyrgyzstan

Ms Anar Beishembaieva, Team Leader
Ms Zv!fia Abdullaeva, Assistant
Ms Damira Sydykova, Assistant
National Observatory

White House
KYR 720003 Bishkek

Tel. 996 3312 222867
Fax. 996 3312 218627

e-mail. atd@prez.bishkek.su
e-mail. atds@rhl.bishkek.su

Moldova

Mr Victor Pitei
Mr Vasile Costea

Piata Marii Adunari Nationale 1
MOL 277033 Chisinau

Tel. 373 2 228164 (Mr Pitei)
Fax. 373 2 232472 (Mr Pitei)
Fax. 373 2 22 85 23 (Mr Costea)

Mongolia

Mr Bayanjargal Sugar, Team Leader
Mrs Duguer Bujinlkham, Assistant
National Observatory

c/o Mr Bat Ederne, State Secretary
Government Building III
MNG Ulaanbaatar 11

Tel. 976 1 320130
Fax. 976 1 323158

e-mail. onon@magicnet.mn
www. http://www.etf.it/no.mn/

Russian Federation

Dr Olga Oleinikova, Team Leader
Mrs Anna Isaieva, Assistant
National Observatory

Ministry of General and Vocational Education
Ulitsa Lyusinovskaya 51
RF 113833 Moscow

Tel. 7 095 1575266
Fax. 7 095 1575266 (DrOleinikova)
Fax. 7 095 3712423 (Mrs Isaieva)

Russian Federation

Mr Dmitri Liubich, Team Leader
Mr Sergei Ivanov, Expert
Regional Observatory

Centre for Education and Methodology
Ulitsa Mirgorotskaya 16/5
RF 198000 St Petersburg

Tel. 7 812 2770733 (Mr Liubich)
Tel. 7 812 528 75 57 (Mr Ivanov)
Fax. 7 812 2775247

e-mail. liubich@place.spb.ru
e-mail. emicent@infopro.spb.su (Mr Ivanov)

Tajikistan

Mr Farukh Zaripov
Mr Rustam Zioyev
National Observatory

Ministry of Education c/o EC Tacis Coordinating Unit
Prospekt Rudaki 44-46
TAD 734025 Dushanbe

Tel. 7 3772 212609
Fax. 7 3772 510100

e-mail farukh@td.silk.org
e-mail zioev@td.silk.org

Turkmenistan

Mr Nursakhat Bayramov
Mr Nourmukhammed Chariyev
National Observatory

Gorogly Street 2
TME 744000 Ashgabat

Tel. 993 12 351049
Fax. 993 12 398811

Ukraine

Dr Valery Bykov, Team Leader
Mrs Elena Duchonenko, Assistant
National Observatory

Artema Str. 52-A
UKR 254053 Kiev

Tel. 380 44 2447198/2113774
Fax. 380 44 2132390

e-mail nou@niiit.kiev.ua

Uzbekistan

Mr Shukrat Abdullaev, Team Leader
National Observatory

c/o Mr Mirzakhid Sultanov, Deputy Director
Tacis Co-ordinating Unit, Uzbekistan
Tarasa Shevchenko St. 4
UZB 700029 Tashkent

Tel. 7 3712 394018
Fax. 7 3712 360652

e-mail taciscu@cutacis.bec.com.uz

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N-0606 Oslo
Tel. (47-22) 97 45 00
Fax (47-22) 97 45 45

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Stampfenbachstraße 85
CH-8035 Zürich
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Fax (41-1) 365 54 11
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URL: www.osec.ch

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Fax (42-2) 24 22 94 33
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E-mail: cy1691_eic_cyprus@vans.infonet.com

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URL: www.euroinfo.hu/index.htm

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Ars Polona

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PL-00-950 Warszawa
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Fax (48-2) 26 62 40

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Fax (359-2) 80 45 41

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Mediatrade Ltd

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HR-10000 Zagreb
Tel. (385-1) 43 03 92
Fax (385-1) 44 40 59

ROMÂNIA

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Str. G-ral Berthelot Nr 41
RO-70749 Bucuresti
Tel. (40-1) 210 44 01/614 06 64
Fax (40-1) 210 44 01/312 96 46

SLOVAKIA

Slovenská Technická Kniznica

Námestie slobody 19
SLO-81223 Bratislava 1
Tel. (42-7) 53 18 364
Fax (42-7) 53 18 364
E-mail: europ@tbd1.sltk.stuba.sk

SLOVENIA

Gospodarski Vestnik

Založniska skupina d.d.
Dunajska cesta 5
SI-1000 Ljubljana
Tel. (386) 61 133 03 54
Fax (386) 61 133 91 28
E-mail: belco@gvestnik.si
URL: www.gvestnik.si

ISRAEL

R.O.Y. International

17, Shimon Hatarssi Street
PO Box 13056
61130 Tel Aviv
Tel. (972-3) 546 14 23
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Index Information Services

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Tel. (972-2) 27 16 34
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Fax (095) 135 52 27

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URL: fox.NSTN.Ca/~renouf

EGYPT

The Middle East Observer

41, Sherif Street
Cairo
Tel. (20-2) 39 39 732
Fax (20-2) 39 39 732

JAPAN

PSI-Japan

Asahi Sanbancho Plaza #206
7-1 Sanbancho, Chiyoda-ku
Tokyo 102
Tel. (81-3) 3234 69 21
Fax (81-3) 3234 69 15
E-mail: psijapan@gol.com
URL: www.psi-japan.com

SOUTH AFRICA

Safto

5th Floor Export House
CNR Maude & West Streets
PO Box 782 706
2146 Sandton
Tel. (27-11) 883 37 37
Fax (27-11) 883 65 69

UNITED STATES OF AMERICA

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4611-F Assembly Drive
MD20706 Lanham
Tel. (301) 459 2255 (toll free telephone)
Fax (800) 865 3450 (toll free fax)
E-mail: query@bernan.com
URL: www.bernan.com

MEXICO

Mundi-Prensa Mexico, SA de CV

Río Pánuco, 141
Delegación Cuauhtémoc
ME-06500 Mexico DF
Tel. (52-5) 553 56 58/60
Fax (52-5) 514 67 99
E-mail: 104164.23@compuserve.com

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